

ABSTRAK

NUGRANANDA JANATTAKA: Penggunaan Metode Jigsaw Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas 4 SD Negeri 1 Jimbung Klaten. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2013.

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa dengan menerapkan metode Jigsaw.

Penelitian ini merupakan penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas 4 yang berjumlah 32 siswa. Pengumpulan data dalam penelitian ini dilakukan melalui teknik observasi, dan dokumentasi. Instrument yang digunakan dalam penelitian ini adalah lembar observasi guru, lembar observasi siswa, dan dokumentasi. Data hasil observasi guru dan siswa dianalisis secara deskriptif kuantitatif. Indikator keberhasilan dalam penelitian ini yaitu ketuntasan belajar siswa dalam keterampilan berbicara mencapai 75%.

Penelitian ini menunjukkan bahwa penggunaan metode jigsaw dapat meningkatkan keterampilan berbicara siswa kelas 4 SD Negeri 1 Jimbung Klaten. Dari aktivitas pra tindakan sampai dengan siklus II mengalami peningkatan. Persentase ketuntasan pada pra-tindakan, jumlah siswa yang tuntas sebanyak 16 siswa atau sebesar 50%, kemudian mengalami peningkatan pada siklus I menjadi 22 siswa dengan persentase ketuntasan sebesar 68% dan pada siklus II mengalami peningkatan menjadi 29 siswa dengan persentase 90.62%.

Kata Kunci: keterampilan berbicara, metode jigsaw

ABSTRACT

NUGRANANDA JANATTAKA: *The Use of Jigsaw Method to Improve the Speaking Skill of Fourth Grade of SDN 1 Jimbung Klaten.* **Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2013.**

This study aims to apply the Jigsaw method to improve the speaking skill of fourth grade students.

This was a classroom action research study. The research subjects were 32 Grade 4 students. The data were collected through observations, tests, documentation, and unstructured interviews. The research instruments consisted of a teacher activity observation sheet, a student activity observation sheet, documents, an interview guide, and learning achievement tests. The data from the teacher and students activity observations were analyzed using the quantitative descriptive technique. The data from the learning achievement tests were analyzed using the quantitative descriptive technique. The success indicator in this study is that the students' speaking skill improves if, in terms of the learning mastery in the speaking skill, on the whole the percentage of students achieves at 75%.

The results of the study show that the using jigsaw methods are capable of improving students' speaking skill. From the pretest before Cycle I to Cycle II the students' reading skill has improved. From the actions in Cycle I it is shown that in terms of the percentage of achievement on the pretest, the number of students who have completed the learning is as much as 16 or by 50%, in Cycles I into the 22 students with the percentage of achievement as much as 68% and in Cycles II being 29 the students with the percentage of 90.62 %.

Keyword: *jigsaw method, speaking skill*